


## Planning with assessment in mind:

<u>Learning Targets</u> ➡	<u>Evidence</u> ➡	<u>Assessment</u> ➡	<u>Scoring Guide</u>
What must students know? understand? be able to do? What attitudes are important?	What must students <u>do</u> that would convince you that they have met your target?	How will you give them opportunities to demonstrate their attainment of your target?	How will you keep track (reliably and efficiently) of their behaviors and offer effective feedback?
Fact Concept Skill (introduced or practiced) Disposition	What are their <u>observable</u> <u>behaviors</u> ? 	Short Answer/selected resp. Essay Performance Assessment Personal Communication	Answer keys Checklists Rating Scales Rubrics

*Assessment: the use of external indicators to make inferences about an internal state.*

### Examples

If **Target** = facts about WWI Then **Evidence** might = recitation of facts And **Assessment Method** might = selected response  
And **Scoring Guide** might = an answer key.

If **Target** = conceptual understanding of the causes of WWI Then **Evidence** might = an effective (You must list the attributes that constitute effectiveness) essay about how you might have averted WWI as a time traveler And **Assessment Method** might = essay  
And **Scoring Guide** might = a rubric or a rating scale.

If **Target** = Skill / ability to use the concept of "sample space" to solve a probability problem Then **Evidence** might = your ability to show how to derive and use a sample space in the Spinners Exercise. And **Assessment Method** might = performance assessment  
And **Scoring Guide** might = a checklist.

If **Target** = positive disposition regarding 17<sup>th</sup> C. British Lit. Then **Evidence** might = students select this lit. for pleasure reading  
And **Assessment** might be personal communication (or selected response / short answer, e.g., a survey) And **Scoring Guide** might = a rating scale (e.g., never, sometimes, often, always).